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ASSIGNMENT BOOKLET

SST3771 Social Studies 30-1

Module 2 Assignment

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Teacher

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SOCIAL STUDIES 30-1

Learn  everyWare

Perspectives on Ideology



Module 2 The Foundations of Liberalism Assignment Booklet

**Government
of Alberta** ■



Calgary Board of Education

 EDMONTON PUBLIC SCHOOLS

FOR TEACHER'S USE ONLY

Summary

	Total Possible Marks	Your Mark
Section 1: Lesson 1 Assignment	8	
Section 1 Challenge	20	
Section 2 Challenge	16	
Section 3: Lesson 1 Assignment	6	
Section 3 Challenge	32	
	82	

Teacher's Comments

Social Studies 30-1
Module 2: The Foundations of Liberalism
Assignment Booklet
ISBN 978-0-7741-3277-0

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This document is intended for			
Students	✓	Administrators	
Teachers	✓	Home Instructors	
General Public		Other	

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MODULE 2 ASSIGNMENT BOOKLET

Section 1: Lesson 1 Assignment

Principles of Liberal Democracy

8 marks

Remember that there is much more to liberal democracy than freedom of speech and freedom of religion. In addition to listing some fundamental freedoms, your worksheet should include at least eight different characteristics over and above fundamental freedoms. One example is done for you.

Characteristic or Basic Principle of Liberal Democracy	Brief Description (in your own words)	A Real or Theoretical Example of This Characteristic or Principle	An Opposite or Non-Example of This Characteristic of Liberal Democracy	Source of Information	Questions I Still Have or Points I Need Clarification on from My Teacher
rule of law	Rule of law means that all people in a society are subject to the same laws, regardless of their wealth, position in society, and so on.	If a prime minister is found to be driving impaired, he or she would be charged and put on trial like any other person.	A royal prince murders another person but is not charged because his father is the king.	http://www.democracystuff.ca	Does <i>rule of law</i> mean the same thing as <i>equality before the law</i> ?

Answer the following questions.

1. In doing this assignment:

a. Did you learn anything new or gain more insight into something you already knew?

b. Were you introduced to important information you had forgotten?

c. What was the most important concept you learned or were triggered to remember?

2. As a summarizing activity, in your own words, write a definition for the term liberal democracy.

Submit Principles of Liberal Democracy to your teacher.

Section 1 Challenge: Explaining Liberalism to Others

The finished product may be submitted in electronic format or as a hard copy. Consult your teacher for particulars regarding acceptable formats. The quality should be good enough that you would be comfortable sharing your project over the Internet, although doing so is not a requirement or an expectation of the assignment.

This assignment should take approximately three, 80-minute classes to complete.

Ask yourself the following questions as part of your initial planning:

- What medium should I use to deliver my public service announcement?
- Consider the resources available to you, your skill level, the deadline set by your teacher, the amount of production time available to you, and how much non-class time you are willing to devote to the project. For example, producing a video will take more time and specialized resources than producing an audio piece or a series of posters. You may require a good deal of non-class time to complete a video. If, however, you have the skills and resources necessary, a video may be a more interesting project and a more effective public service announcement than the other mediums.
- How will I accurately represent the broad characteristics of liberalism (liberal democracy) and the characteristics of the liberals and conservatives that exist within liberal democracy? How can this be done visually or orally in an entertaining and engaging way?
- You don't want your public service announcement to sound like a dry report. Use humour and irony where appropriate, but make sure the ultimate message is accurate and consistent with the common understanding of the ideological perspectives you are explaining. The trick is to creatively apply what you have learned in Section 1 to the assignment's format. For example, before you decide that the natural habitat for liberals and conservatives will be the forest, make sure that you can tie the forest into what you learned about these ideological groups. What would each group do in the forest?

Remember that you can support visuals with narration or textual descriptions. Audio presentations can also be augmented with sound effects. For example, what sound might a conservative make when confronting a liberal in a forest?

A Final Reminder

This assignment offers you the opportunity to be creative. The finished product may incorporate elements of humour but, bear in mind, the primary purpose of your piece is to educate others about liberalism and interpretations of the ideology. Don't allow attempts to be funny to undermine the main objective of the assignment. To that end, carefully review the marking rubric provided.

EXPLAINING LIBERALISM TO OTHERS

20 marks

	Excellent	Proficient	Emerging	Unsatisfactory	Insufficient
Knowledge and Content	16 I have provided the audience with a complete, accurate, and insightful picture of liberalism and its various facets. The material I have included thoroughly details the key aspects of liberalism and the perspectives that exist within it.	12 I have provided the audience with a solid and generally accurate understanding of liberalism and its various facets. The material I have included adequately details the key aspects of liberalism and the perspectives that exist within it.	8 I have provided the audience with a somewhat incomplete, fragmented, or confused understanding of liberalism and its various facets. The material I have included may be undermined by factual and/or conceptual errors.	4 I have provided the audience with a simplistic and/or misinterpreted understanding of liberalism and its various facets. The material I have included is incomplete, insufficient, or full of revealing errors.	My response is so scant, or of such poor quality, that assessment is not possible.
Communication	4 I have communicated ideas in an eloquent and impressive manner. My approach to the presentation of information is engaging and imaginative.	3 I have communicated ideas in an effective and competent manner. My approach to the presentation of information is purposeful and considered.	2 I have communicated ideas in a somewhat confused or incoherent manner. My approach to the presentation of information may occasionally be inappropriate or careless.	1 I have been unable to effectively communicate key ideas. My attempts at communication are largely unclear or incomprehensible. My approach to the presentation of information may be wholly inappropriate or ineffectual.	The response is so scant, or of such poor quality, that assessment is not possible.

Submit Explaining Liberalism to Others to your teacher.

Section 2 Challenge: Liberalism—A Historical Album

This assignment should take approximately two, 80-minute classes to complete.

Prior to starting, it is important to review the rubric provided to know how your project will be assessed. Remember to use the rubric to both plan your project and to check the quality of the finished product before you hand it in.

Terminology within scoring rubrics can sometime be confusing.

Consult the Rubric Terminology Glossary in the Toolkit for insight into the meaning of some terms commonly used in rubrics.

LIBERALISM: A HISTORICAL ALBUM RUBRIC
16 marks

	Excellent	Proficient	Emerging	Unsatisfactory	Insufficient
Knowledge and Content	12 My project provides my audience with a detailed and complete picture of the early development of liberalism. The material I have included is comprehensive and has clearly been judiciously chosen.	9 My project provides the audience with a solid picture of the early development of liberalism. The material I have included is appropriate and correct.	6 My audience is provided with a somewhat fragmentary or confused picture of the early development of liberalism. The material I have included is incomplete and/or contains some significant inaccuracies.	3 My audience is provided with a severely limited and/or incorrect picture of the early development of liberalism. The material I have included is minimal and contains frequent major errors.	My response is so scant, or of such poor quality, that assessment is not possible.
Communication	4 My approach to the presentation of information is creative and meticulous. Communication is eloquent and impressive.	3 My approach to the presentation of information is purposeful and considered. Communication is effective and competent.	2 My approach to the presentation of information may be over-generalized, disorganized, or lacking attention to detail. Communication is occasionally confused and lacks clarity.	1 My approach to the presentation of information is inappropriate and/or ineffectual. Communication is unclear and largely incomprehensible.	My response is so scant, or of such poor quality, that assessment is not possible.

Submit Liberalism: A Historical Album to your teacher.

Section 3: Lesson 1 Assignment

In Defense of Classical Liberalism: A Letter to the Editor

6 marks

An important skill in Social Studies (and in life) is the ability to “get into someone else’s head” and see a situation from this person’s perspective, even if you don’t agree with the person’s thinking. Doing this can help resolve differences between conflicting groups or, at least, can provide you with valuable insights into why someone disagrees with you. After reading about the many abuses that took place during the Industrial Revolution, it can be easy to sympathize with those who suffered under the practices common during the era of classical liberalism.

When interpreting history, however, it is sometimes valuable to put aside modern standards of what is right and just and try to view the world from the perspective of people living during the period you are studying. That is what this assignment asks you to do.

Imagine that you are the child of a wealthy industrialist living in Britain in the mid-1800s. Your great-grandfather started a textile mill in the 1700s. Since then, the family business has branched out into coal mining and ironworks. Your family is highly respected among other industrialists.

One day, your father returns home from inspecting the ironworks. He bursts into the parlour where you are having tea with your mother and grandmother. He is clutching a newspaper and is clearly agitated.

He tosses the newspaper onto the table in front of you and bellows, “Have you seen this?”

You see the editorial page. The newspaper’s editor, whose own father worked in your grandfather’s first mill, has written the editorial piece, “The Lloyd Family Business: Three Generations of Abuse and Oppression.”

The Lloyd Business Empire: Three Generations of Abuse and Oppression

by Leon Lefter, editor-in-chief

Ah, to be a Lloyd. To sit in a glorious mansion on a hill overlooking an enormous family estate. Rarely does the choking smoke from the family's many factories travel far enough to block the view from Lloyd Manor. One must suspect that even if the smoke did make it up to Lloyd Manor, it would hardly be noticed by the residents there, who are so focused on counting the profits from their various businesses.

In fact, one wonders if Sir Lloyd (who was recently knighted by her Majesty for his "contributions to the glory of the realm") has some strange affliction of the eyes? When he visits his ironworks, is he unable to see the suffering endured within the factory's gloomy, soot-stained walls? Perhaps Sir Lloyd is unable to see anything past his wallet and his accounting ledger.

If so, then, it is likely a family affliction for his father appeared to be equally blind to such cruel conditions. The founder of the original Lloyd Mill was perhaps deaf as well as blind. Could he not hear the cries of children beaten by overseers for any slight lack of attention to work? Perhaps selective deafness is another Lloyd family trait.

This author, however, suspects the Lloyd faults are not in their eyes and their ears, but in their brains and their hearts. The Lloyds' minds are so wrapped up in profit and technological progress that they cannot imagine a world in which wealth and technological progress are not society's priority.

As the Lloyds travel in their carriages through the poverty and squalor of the mill towns to their various factories, do their brains process what is around them? I believe the Lloyd family never thinks about the causes of poverty.

The hearts of the Lloyds have been hardened by greed. They appear immune to the plight of those who have no choice but to work in one of their wretched factories or mines. In all my years in this town, I cannot think of a single act of charity ever undertaken by any member of the family.

The control of the Lloyd business is soon to pass to the third generation. One can only wonder how easily this new generation will justify an empire built on the exploitation of the powerless and less fortunate.

You read the piece. As you finish, your father says, "You will respond to this. You are the third generation about which he writes. You will write a letter to this rag of a newspaper, and you shall explain the ideals and the principles upon which this great family and our businesses are founded."

Your father storms out of the room. He snaps, "Tomorrow! I want that letter by tomorrow!"

Your task is to write a letter to the editor which defends your family and its enterprises. You must respond to the editor's criticisms from the classical liberal perspective.

Your letter must not be an emotional rant. Instead, you must provide logical arguments in support of your position. Feel free to draw on the ideas of the classical liberal thinkers you have studied. How would they address these accusations?

Also, feel free to do Internet research for ideas that defend the Industrial Revolution and the classical liberal values in vogue during that time. Some potential combinations of search terms include these:

- change Victorian Age
- standard of living industrial revolution
- Thomas Malthus
- David Ricardo
- American experience Herbert Spencer
- Social Darwinism

Additionally, you can employ knowledge gained in previous Social Studies courses, particularly Social Studies 10-1. Many arguments offered in defence of modern companies' use of cheap offshore labour may have some value in your attempt to justify factory conditions during the Industrial Revolution.

Use the provided rubric to both plan your letter and as a guide to revising your work before you submit the letter to your teacher.

LETTER TO THE EDITOR RUBRIC 6 marks

	Excellent	Proficient	Unsatisfactory	Insufficient
Specific Information	3 I have demonstrated a comprehensive knowledge of classical liberal theory and the realities of life during the Industrial Revolution. My letter is rich with specific information and historical details that provide compelling support for the writer's perspective.	2 I have demonstrated a satisfactory knowledge of classical liberal theory and the realities of life during the Industrial Revolution. My letter provides information and historical details that provide adequate, but not entirely convincing, support for the writer's perspective.	1 I have demonstrated a limited or confused knowledge of classical liberal theory and the realities of life during the Industrial Revolution. My letter is incomplete, vague, and provides almost no details that would support the writer's perspective.	My response is so scant, or of such poor quality, that assessment is not possible.
Understanding of Perspective	3 The portrayal offered by my letter is thoughtful and authentic, and it provides a sophisticated insight into the perspectives held by supporters of classical liberalism during the Industrial Revolution.	2 The portrayal offered by my letter is conventional and generally accurate, but it provides a somewhat superficial insight into the perspectives held by supporters of classical liberalism during the Industrial Revolution.	1 The portrayal offered by my letter is inaccurate, unbelievable, and overly simplistic. It provides little useful insight into the perspectives held by supporters of classical liberalism during the Industrial Revolution.	My response is so scant, or of such poor quality, that assessment is not possible.

Consult your teacher ahead of time about how this assignment will be assessed. Your teacher may choose to provide informal feedback or formally evaluate your assignment for marks. When you are done, you should place your completed letter in your portfolio and submit a copy to your teacher.

Submit In Defense of Classical Liberalism: A Letter to the Editor to your teacher.

Section 3 Challenge: Your Advice to Classical Liberal Thinkers

This challenge assignment will be assessed by your teacher. Use the rubric provided to plan your response and to review your work before you submit the challenge to your teacher.

YOUR ADVICE TO CLASSICAL LIBERAL THINKERS RUBRIC
32 Marks

	Excellent	Proficient	Emerging	Unsatisfactory	Insufficient
Knowledge and Understanding	16 The advice I have provided is perceptive and insightful. My understanding of the impacts of classical liberalism is sophisticated.	12 The advice I have provided is logical and reasoned. My understanding of the impacts of classical liberalism is sound.	6 The advice I have provided lacks depth. My understanding of the impacts of classical liberalism is somewhat superficial.	4 The advice I have provided is simplistic or uninformed. My understanding of the impacts of classical liberalism is minimal and/or confused.	My response is so scant, or of such poor quality, that assessment is not possible.
Quality of Examples	12 The examples I have included to illustrate my points have been judiciously chosen.	9 The examples I have included to illustrate my points have been purposefully chosen.	6 The examples I have included to illustrate my points are conventional and, occasionally, inappropriate.	3 The examples I have included to illustrate my points are scant, inaccurate, or irrelevant.	My response is so scant, or of such poor quality, that assessment is not possible.
Quality of Communication	4 My writing is precise, fluent, and persuasive. My responses are eloquent and imaginative.	3 My writing is skilled and comprehensible. My responses are articulate and thoughtful.	2 My writing is generally adequate, although there are occasional lapses in clarity. My responses are straightforward and conventional.	1 My writing is inarticulate and unclear. My responses are vague and ineffectual.	My response is so scant, or of such poor quality, that assessment is not possible.

Letter 1:

Dear Scottish Economist,

Letter 2:

Dear Locked in Debate,

Letter 3:

Dear Milling Around Waiting for Advice,

Submit Your Advice to Classical Liberal Thinkers to your teacher.